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ABSTRACT

Evaluative data gathered in villages that received educational broadcasts during the Educational Satellite Communications Demonstration (ESCD) in rural Alaska are summarized, and policy conclusions are drawn. Data sources included interviews with local residents, logs and time records, and conference transcripts. Conclusions are presented with regard to levels of policy, technological considerations, the types and use of educational materials, and village responses to the demonstration. Comments on village use of television in general and on the future of television in rural Alaska are also presented. The apprendixes include a brief description of the participating villages, samples of the forms used for data collection, and outlines of conferences held to evaluate the project. The satellite used was the Applied Technology Satellite (ATS)-6. (DGC)

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STUDY OF EDUCATION SATELLITE COMMUNICATIONS DEMONSTRATION IN ALASKA:

SOME TENTATIVE CONCLUSIONS

4TH BI-MONTHLY REPORT

Prepared for:

National Institute of Education
1200 Nineteenth Street, N.W.
Washington, D. C. 20308

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June 27, 1975

IR 002 301

PREFACE

PLEASE NOTE THAT THIS REPORT IS NOT MEANT TO BE JUST READ, BUT IT IS ALSO MEANT TO BE RESPONDED TO.

IN PARTICULAR WE NEED YOUR REACTIONS TO THE TENTATIVE CONCLUSIONS PRESENTED IN CHAPTER TWO.

YOUR REACTIONS WILL BE EITHER ADDRESSED OR INCLUDED IN SUBSEQUENT REPORTS.

PLEASE CORRESPOND TO THE ATTENTION OF:

ROGER POPPER
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CHAPTER ONE

INTRODUCTION

The Educational Satellite Communications Demonstration (ESCD) in Alaska is now over. Broadcasts of school programs and the weekly Alaska Native Magazine have ceased, and the ATS-6 satellite is being re-directed toward India.

The purpose of the report now in your hands is to elicit your reactions -- particularly your comments and criticisms regarding the tentative conclusions set forth in Chapter Two.

The central purpose of the Demonstration was to find out how satellite television fits into the Alaskan rural context. A study team from Practical Concepts Incorporated, supported by a subcontract with the Center for Northern Educational Research at the University of Alaska has been given the job of helping Alaska and the Federal government learn from the Demonstration.

The tentative conclusions presented in Section II are based on only a fraction of the information we are gathering. They are based primarily on reports by and interviews with native residents of ESCD villages. Conclusions based on other information will be presented in subsequent reports.

We welcome contributions by anyone which will accomplish any of the following:

- lead to new conclusions;
- refine tentative conclusions presented here;
- reaffirm and strengthen conclusions presented here;
- disprove or contradict conclusions presented here.

We welcome your opinions and ideas; however, even more helpful to us would be information we have overlooked or leads on where to find additional information.

CHAPTER TWO

TENTATIVE CONCLUSIONS

For those of you with only limited time, this is the chapter to concentrate on. We want your opinions on the tentative conclusions, and also we need your recommendations on where we might look for more information. (Pay special attention to Page II-8.) To give you some insight into how we arrived at the conclusions, we present the following brief description of how we gathered most of the information on which the conclusions are based.

A. Our Information Gathering Approach in the Villages

Our approach to collecting villagers' opinions, ideas and reactions with regard to the satellite TV demonstration and about the future of television and satellite television in Alaskan villages was as follows:

1. Hire competent Native residents in five Case Villages to record reaction to the Demonstration.
2. Collect journalistic reports from the people we hire:
   - to keep abreast of how the Demonstration is proceeding in the villages;
   - to find out what people in villages are saying and thinking about satellite TV.
3. Visit the Case Villages twice during the Demonstration to do some informal interviewing to supplement the above.

B. The Case Villages

The villages chosen for the information gathering described here were:

Tanana, Aniak, Chuathbaluk, Allakaket, and Angoon.

They were chosen because they represent varying educational situations, and they are widely distributed geographically and culturally. For example:

- Aniak, Tanana and Angoon have brand new high schools, but Allakaket and Chuathbaluk do not;
- Aniak and Chuathbaluk are southwestern, mainly Yupik Eskimo villages;
- Tanana and Allakaket are interior, mainly Athabaskan Indian villages;
- Angoon is a southeastern, primarily Tlingit Indian village.

Detailed descriptions of important aspects of the villages will be presented in our 1st annual report to be published this Fall. Some thumb-nail descriptions are presented in Appendix A.*

C. How the Conclusions are Organized

We have organized the preliminary conclusions by management level to help the reader make sense of them. Figure II-1 is a description of what we consider to be the basic management levels, and their respective manageable interests. By "manageable interest" we mean what a manager or group of managers can directly control. We distinguish between those things a manager can really control and those he can only worry about.

First we will present the conclusions and their factual bases, and identify the management level. Then we will present summaries of the conclusions listed by management level.

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* A "telecommunications census" for the villages and adjacent towns will be included in our next bi-monthly report.

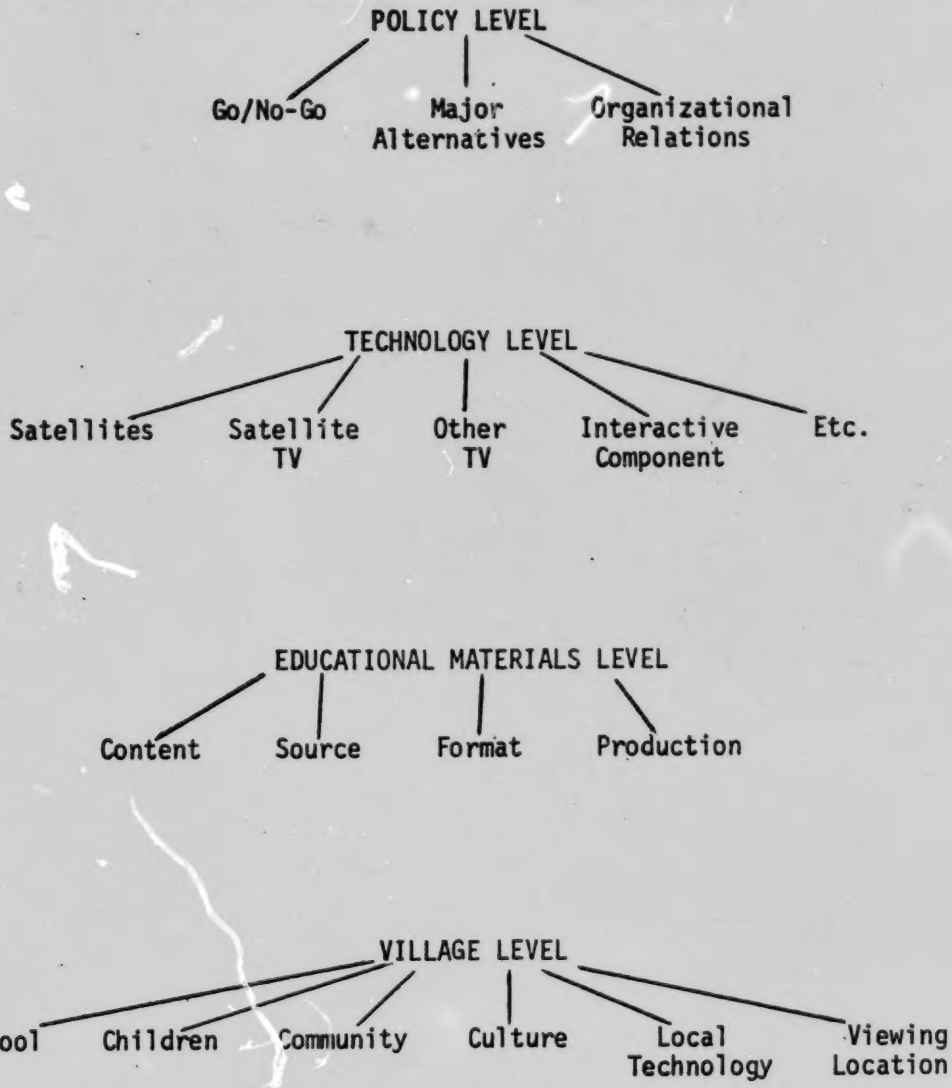


FIGURE II-1: MANAGEMENT LEVELS AND THEIR MANAGEABLE INTERESTS

MANAGEMENT LEVEL: POLICY

CONCLUSION: Giving access to high technology and taking it away creates resentment.

BASIS: Reports by and interviews with Native residents of ESCD villages contained the following comments:

- I don't feel it is fair to give people some TV for a demonstration and then have it taken away after a certain period of time. It would be particularly unfair if the TV was very successful in attracting a lot of viewers. That would be like giving a dog a bone for only a minute and then taking it away;
- It's good to share things, but it seems like there's more going to the foreign countries than our Alaska;
- If it's not going to be here for good, why bother?;
- Having things given and taken away is normal here;
- People want to know the reason why it is being taken, and if we will ever get it back;
- I have a question. Is someone going to buy the ATS-6 satellite? And are they the ones who are going to try to make it a permanent program?;
- Anything new on getting another satellite?;
- I had no idea that it was here only for a demonstration. There may be quite a number of other people who don't know what is going on either;
- We don't believe it will return since it cost so much to put it there in the first place;
- If it means paying more taxes for the government to spend foolishly like that than no way do we want the TV back;
- To begin with ___ million dollars is a lot of money to spend in such a short time. We [would] much rather have a good air strip;
- It was a good example to show if you know the right people and pull the right strings you could get money from the government for just about anything.

MANAGEMENT LEVEL:

DISCUSSION: [illegible] evidence that giving access to high [illegible]nen taking it away creates resentment [illegible]gh technology is neither desired nor [illegible]e evidence is that some of the above [illegible]om people who were not frequent [illegible]lite TV.

CONCLUSION: Not all village resident perceptions of home television impact on Alaskan villages are positive.

BASIS: Reports by and interviews with Native residents of ESCD villages contained the following comments:

- TV in every home would ruin the social life;
- People wouldn't go visiting;
- Kids used to walk to _____ to go to the movies, and I set up movies here so they wouldn't run away or get lost. I am afraid the same thing will happen if they get TV and we don't;
- I don't think we need TV in remote villages like _____. Our life style would be destroyed and I believe we would turn to welfare, etc. -- all bad;
- Sewing would be neglected and sled making and all the necessary things that still go on in our village to make it the village that it is now;
- Maybe some homes would be able to limit when the set could be watched -- but very few;
- Going to camp and living close to nature is more our style instead of depending on the tube to entertain us and make up our minds for us;
- Our life style is changing so rapidly as it is without more monkey wrenches thrown in;
- People still go visiting with each other -- play bingo, have potlatches, etc. TV would have nothing but a bad effect on our village;
- It baffles me every time I think of people being scared of something different. Variety is more interesting. Why does the minority have to be bowled over by the dominating group. We like the way we live and would like to remain as such for as little time that we have left. We know that more changes will take place. What the dominating society calls progress is complete ruin to our life style.

MANAGEMENT LEVEL: Policy

DISCUSSION: It is our impression that the above represent minority opinions, but we have no way of being sure.

CONCLUSION: Parts of rural Alaska may get some TV in the near future without a satellite.

BASIS: Reports by and interviews with Native residents of ESCD villages contained the following comments:

- People are more interested in TV from Bethel than ATS-6;
- People in Aniak have started buying TVs in a "you try it first" way;
- Aniak has been paying dues for a while now to the Bethel TV Movie Club;
- Aniak is waiting to get TV through Bethel. As the KYUK radio/TV staff said, "Only God knows when we will get it, since they are overspent on their budget";
- There's some interest in Bethel TV for Chuathbaluk. $2,000 or something must be put up;
- Nikolai gets three channels of TV at the Community Center;
- Galena gets Air Force TV from the base there;
- A man at White Alice in Tanana put up an aerial and gets TV;
- There has been a rumor around for several years that TV is coming to Angoon, and the expectation runs high. At least several families already have TV sets.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Reports on media availability and prospects in rural Alaska;
- The Alaska Rural Media Conference on July 22-25 where CNER staff will be full participants, and current and future television availability will be discussed. (See Appendix C.)

MANAGEMENT LEVEL: Policy and Technology

DISCUSSION:

Satellite TV is not the only means of potential TV access in some parts of rural Alaska. Future planning of satellite TV should focus on complementing other systems rather than inhibiting or being redundant with them. Availability of satellite TV may inhibit the development of regional TV networks.

Anyone with a viewpoint on, or information shedding light on the following two questions would help us enormously by sharing their ideas with us:

1. Will extensive satellite television inhibit or stimulate development of regional communications networks?

2. How can a satellite communications system be designed to stimulate the development of regional communications networks.

CONCLUSION: An effect of demonstrations is to stimulate growth of organizations and to influence the direction of their growth.

BASIS: So far, we have derived the above conclusion only from preliminary study of the Alaska Office of Telecommunications, the prime ATS-6 contractor.

The following facts about the Office of Telecommunications lead to the above conclusion:

- The ESCD contract allowed AOT to hire personnel;
- The ESCD contract allowed AOT to develop expertise in managing and operating large scale communications systems;
- The ESCD contract gave AOT access to resources and allowed them to build a broadcast studio;
- The ESCD contract may have allowed AOT to develop an image among Alaskans as a manager and operator of large scale communications systems. (An alternative image might be merely that of a policy office.)

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Documents and interviews which give a detailed history of AOT;
- Documents and interviews which give a detailed history of other participant organizations, such as KUAC, NWREL in Alaska, etc.;
- The essence of the conclusion is that the futures of participant organizations are influenced by participating in demonstrations. We must therefore keep track of what happens to participant organizations following the ATS-6 demonstration.

MANAGEMENT LEVEL: Policy

MANA EL: TECHNOLOGY

CONCLUSION: VTRs offer more flexibility in the classroom than "real time" TV programs.

BASIS: Interviews with teachers contained the following comments:

- I like a VTR much better. There's more variety, and I can choose the time;
- "Live" programs sort of interrupt;
- When there's news, etc., the satellite is definitely an advantage. Otherwise there's no difference;
- VTR is better because you can stop in the middle.

FACTS:

- It is impossible to interrupt "live" programs without missing material;
- BOLD and "Right On" were seldom integrated with other classwork;
- Equipment for recording and replaying is common in villages.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Tapes of the Teacher Group at the ESCD Participant Evaluation Conference. They covered the VTR, "liveness", and real time issues thoroughly.

MANAGEMENT LEVEL: Technology

CONCLUSION: Interaction was not given a fair chance to prove its utility.

BASIS (FACTS):

- ESCD was forced to use a separate satellite, ATS-1, for interaction;
- The reception via ATS-1 was often bad;
- ESCD participant consensus at the May 29-31 "Evaluation Conference" was that interaction has exciting possibilities which could not be explored during the demonstration.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Tapes of the Consumer Committee, Utilization Aide, and Teacher Groups at the ESCD Participant Evaluation Conference. All three groups talked about ways "interaction" might be used.
- Prior research suggesting that interaction is not a good investment for educational TV programs.

MANAGEMENT LEVEL: Technology

CONCLUSION: Satellite TV color transmission is superb.

BASIS:

- Observation;
- Consensus of the May 29-31 ESCD participant "Evaluation Conference".

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Utilization Aide logs kept in all the ESCD villages.

MANAGEMENT LEVEL: Technology

DISCUSSION: Inhabitants of ESCD villages may be spoiled for other types of TV where reception is not of such high quality.

MANAGEMENT LEVEL: EDUCATIONAL MATERIALS

CONCLUSION: Once you have lost an audience, it is difficult to get it back by improving your programs.

BASIS: In some ESCD villages there was high early attendance for the Alaska Native Magazine (logs are being analyzed to determine what "some" means).

In some ESCD villages, initial high attendance dropped off rapidly (logs are being analyzed to pin this down also).

Some comments suggest that villagers found the early ANM programs boring: "The Alaska Magazine improved after a consumer meeting last April with some Utilization Aids thrown in."

Some comments indicate that later programs were better.

Production staff feels later programs were far better than early programs.

Attendance did not increase markedly toward the end of the demonstration.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Logs;
- Time series analysis of reports and interviews;
- ESCD Participant Evaluation Conference tapes.

MANAGEMENT LEVEL: Educational Materials

CONCLUSION: Using the current Alaska Native Magazine format, white administrators and city natives do not talk so village audiences can understand.

BASIS: Reports by and interviews with residents of ESCD villages contained the following comments:

- The teacher is the only one in town who understands the "high" words;
- Even people whose English is pretty good can't understand the bureaucrats;
- People here don't understand the words like leasee and leasor, per se, etc.;
- The worst for us were the interviews except for a few of them and the Governor's Inaugural Speech. Most people back home are not use to fast talking and big words. The word game is not our thing -- very few garrulous people at home. They believe in saying as much as possible with a few words.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- ESCD Participant Conference tapes.

MANAGEMENT LEVEL: Educational Materials

CONCLUSION: Alaskans from one part of Alaska do not necessarily enjoy programs about other parts.

BASIS: Reports by and interviews with Native residents of ESCD villages contained the following comments:

- In the interior we are not interested in things like "Limited Entry";
- Programs are always on the Southeast or Southwest;
- Minto, Minto, Minto [a town in the interior] -- that's all we ever hear;
- The programs are usually not relevant to our area.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Tapes of the ESCD Participants Conference where the desirability of regional programs was discussed.
- Effect of ESCD on TV producers in Alaskan towns.

MANAGEMENT LEVEL: Educational Materials and Policy

DISCUSSION: "Alaskan villagers" are not a homogeneous population. There are important cultural and lifestyle differences that should be considered by program developers. The threat of cultural "homogenization" -- subtley projecting and "teaching" a single set of values -- may be more of a threat in terms of creating a single "Alaska village culture" (based on government insensitivity to real differences among villages) than it is regarding the promulgation of "lower 48" on "Fairbanks" values. This issue may loom particularly large if satellite TV inhibits locally produced programming (e.g., where towns having populations of 5,000 might produce, tape or broadcast programs for distribution to adjacent villages, but "don't bother" because they can't compete with the satellite link). From this vantage, programs about fishing in Florida might be of wider interest than programs about fishing in Alaska.

CONCLUSIONS: There is definitely a demand for adult health programs.

BASIS: Reports by and interviews with Native residents of ESCD villages contained the following comments:

- Some of us would like to see the health programs our children see. If we saw what they do, they'd get more out of it;
- Maybe a good idea would be to show health programs before the Alaska Native Magazine;
- It's a problem having health movies only in the morning. I haven't seen very many as I get my housework done in the A.M. and work at the clinic in the afternoon. If the program continues the time should be changed, or is it up to the village to ask the time to be changed?;
- We need health programs for adults. I have two kids with eye problems, but I don't know what to do about it;
- Use satellite to help parents use sign language to talk to deaf children. My child uses sign language, but I don't know how.

MANAGEMENT LEVEL: Educational Materials

CONCLUSION: Under the current arrangement, the tone and flavor of children's programs are determined largely by white improvised humor.

BASIS (FACTS):

- Consumer Committees generally had write-off access only to the program plans and character design;
- Some of the production of TV programs, especially humorous ones, require improvisation;
- The production staff for "Right On" and BOLD were white professionals.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Interviews with production staff;
- Comparison of program plans, scripts and actual productions.

MANAGEMENT LEVEL: Educational Materials

DISCUSSION: This conclusion is not criticism of ESCD production operations. Nor does it imply that white improvised humor is worse for village children than Native improvised humor, whatever that might be. Our concern is that planners know exactly what they are getting when they set up consumer committees or Native representatives who play no active production role.

CONCLUSION: The "Materials Distribution" mode already demonstrated via ATS-6 in the Rockies, should not be ignored in future planning. (The "Materials Distribution" mode refers to using satellite TV to give people access to a film library.)

BASIS (FACTS):

- It is possible to use satellite TV to transmit "canned" materials;
- Satellite TV materials need neither be "live" nor new;
- Most villages have videotape recorder equipment;
- The time of transmission need not coincide with the time of viewing;
- Materials Distribution may be cheaper, in the long run, than physical transportation of tapes and films.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Many of the programming ideas suggested by the people at the ESCD Participants Conference may really be "Materials Distribution" ideas.

MANAGEMENT LEVEL: Educational Materials

MANAGEMENT LEVEL: VILLAGE

CONCLUSION: Consistently high adult attendance occurs only when the event is incorporated into the normal social life of the village.

BASIS: The following comments come from the only village we know of where there was consistently high attendance at the Alaska Native Magazine:

- Everyone in the village goes to the Alaska Native Magazine and the coffee hour. It is followed by a movie, and sometimes they serve popcorn;
- One night there was no coffee hour, but people came anyway;
- Everyone in the village goes to every community activity;
- Once a week was all that we watched;
- The satellite TV did not change life in the village for the adults -- it was just some added amusement or a time to sit and visit together.

The following comments come from villages where there was, in general, consistently low Alaska Native Magazine attendance:

- Different villages have different activities each night such as bingo, movies in some villages every night, etc.;
- There's always something else going on, like basketball;
- I wonder if the program couldn't be moved to Thursday night since all the weeks seem to be busy except Thursday night;
- Run re-runs, or shift Native Magazine;
- The reason why there are hardly any people watching TV here is they started going to bingo in _____ on Tuesday nights;
- I think there should be more nights to watch TV;
- The show on whaling had quite a crowd, but most people left when it got closer to movie time;

- As the evenings get longer, you'd expect more people on TV night. But then there's bingo and movies that night.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Attendance records in Utilization Aide logs.

MANAGEMENT LEVEL: Village

CONCLUSION: Some adults would like to sample the programs the children see.

BASIS: Reports by and interviews with Native residents of ESCD villages contained the following comments:

- Some of us would like to see the health programs our children see. If we saw it they would get more out of it;
- Maybe a good idea would be to show health programs before the Alaska Native Magazine;
- It's a problem having health movies only in the morning. I haven't seen very many as I get my housework done in the A.M. and work at the clinic in the afternoon. If the program continues the time should be changed, or is it up to the village to ask the time to be changed?

MANAGEMENT LEVEL: Village

CONCLUSION: Location of the TV set in the school makes some adults uncomfortable.

BASIS: Reports by and interviews with Native residents of ESCD villages contained the following comments:

- We feel uncomfortable in the school. We don't belong there. It's like the principal thinks we're spying on him. After a while he got the idea and he doesn't come any more. He was trying to do the Utilization Aide's job. But finally she told him;
- The school principal is very possessive of the equipment;
- I thought TV was for the Native people, but they won't let us touch it;
- Adults do not feel welcome at Health programs;
- I go to the Alaska Native Magazine just to show Villagers that it's theirs;
- People want to watch the Alaska Native Magazine in (Native Language), but always watch in English because of the teacher. I am going to bring it up at the Village Council meeting. The Utilization Aide is too polite to go against the teacher;
- Children are not allowed at the Alaska Native Magazine, and husbands and wives have to decide which of them would go watch TV and which would stay home and babysit;
- We pushed hard from the beginning to get one of the TV receivers in the village community building. Not only is the school "foreign territory" but it is also physically inconvenient, and the chairs are small and uncomfortable;
- Some people want to watch in (Native Language), but we don't because the teacher wouldn't understand;
- The school for the adult program is definitely not the place.

MANAGEMENT LEVEL: Village

CONCLUSION: The Utilization Aide job must be re-designed and re-named. It should be a "people" job involving leadership and promotion, not a "hardware" job.

BASIS: The consensus of the ESCD Participant Evaluation Conference was that technological problems were minimal.

The following comments made in reports by and interviews of Native residents in ESCD villages indicates that "Utilization Aide" should be a leadership job:

- People want to watch the Alaska Native Magazine in (Native Language), but always watch in English because of the teacher. I am going to bring it up at the Village Council meeting. The Utilization Aide is too polite to go against the teacher;
- The Alaska Native Magazine started with only 3 or 4 in attendance, and then went up to about 50. Part of the reason was that a sign announcing "live TV" was put up in the Northern Commercial Store;
- I go to the Alaska Native Magazine just to show villagers that the TV is theirs;
- Shyness of the people made the people unwilling to talk;
- The school situation inhibited participation of village people in interaction;

Observations by CNER/PCI Staff:

- The one instance of consistently high Alaska Native Magazine attendance resulted from action taken at the village level (hold coffee hour);
- Often the teacher or the Utilization Aide did the "interacting" and others did not talk over "interaction".

ADDITIONAL INFORMATION WE WILL ANALYZE:

- Tapes of the ESCD Participant Evaluation Conference group meetings where the Utilization Aides, Consumer Committee members and teachers discussed the Utilization Aide job requirements.

MANAGEMENT LEVEL: Village

CONCLUSION:

The High School Problem, which many consider to be Alaska's most serious educational problem, was not directly addressed by ESCD in Alaska.

The High School Problem: Many Alaskan villages are not large enough to support their own high schools, and therefore it has been commonplace for Natives to spend their adolescent years in the lower forty-eight on Indian reservations, in Alaska city schools, or in Regional High Schools in towns like Bethel. Cultural, educational and psychological problems are documented and enormous.

Recently some small high schools have been started in villages such as Tanana, Aniak and Angoon (to name three in the ESCD footprint). The question is: What use might be made of satellite TV to:

- augment current village high school curriculum;
- allow high schools in villages where there are none.

BASIS (FACTS):

- Programs were all designed for either children or adults, although in at least one instance the Alaska Native Magazine was used in high school classes (Tanana).
- Planning took place before village high schools were a reality.

ADDITIONAL INFORMATION WE WILL ANALYZE:

- It is not clear that the ESCD in Alaska will shed light on the relation of satellite TV to the "high school problem." We will try, however, to make some projections. We have asked Dr. Judith Kleinfeld of CNER, author of the book, A Long Way from Home which documents the "high school problem" to help us in this regard.

SUMMARY LIST OF TENTATIVE CONCLUSIONS

E. Summary List of Tentative Conclusions

POLICY LEVEL

- Giving access to high technology and taking it away creates resentment.

- Not all village resident perceptions of home television impact on Alaskan villages are positive.

- Parts of rural Alaska may get some TV in the near future without a satellite.

- An effect of demonstrations is to stimulate growth of organizations and to influence the direction of their growth.

TECHNOLOGY LEVEL

- VTRs offer more flexibility in the classroom than "real time" programs.

- Interaction was not given a fair chance to prove its utility.

- Satellite TV color transmission is superb.

EDUCATIONAL MATERIALS

- Once you have lost an audience, it is difficult to get it back by improving your programs.

- Using the current Alaska Native Magazine format, white administrators and city natives do not talk so village audiences can understand.

- Alaskans from one part of Alaska do not necessarily enjoy programs about other parts.

- There is definitely a demand for adult health programs.

- Under the current arrangement, the tone and flavor of children's programs are determined largely by white improvised humor.

- The "Materials Distribution" mode already demonstrated via ATS-6 in the Rockies, should not be ignored in future planning.

VILLAGE

- Consistently high adult attendance occurs only when the event is incorporated into the normal social life of the village.

- Some adults would like to sample the programs the children see.

- Location of the TV set in the school makes some adults uncomfortable.

- The Utilization Aide job must be re-designed and renamed. It should be a "people" job involving leadership and promotion, not a "hardware" job.

- The High School Problem, which many consider to be Alaska's most serious educational problem, was not directly addressed by ESCD in Alaska.

CHAPTER THREE

SYNTHESIS OF VILLAGE REACTION TO ESCD

In this section you will find the comments, ideas, reactions and anecdotes we have gathered from ESCD villages to date. You will find all the comments used in the previous section to arrive at conclusions, plus numerous others. Many ideas, opinions and reactions are interesting, but they have not led and may not lead to "conclusions".

A. The Contract Letter

A reading of the "contract letter" which contains the agreement made between PCI staff and interviewers will help you understand our information gathering arrangement. A copy of that letter is included in this chapter (see Pages III-2 and III-3).

B. Outline for Organizing Village Reaction to ESCD

Our treatment of reports by and interviews with Native residents of ESCD villages has three stages:

1. The actual reports and interviews, which are kept on file;
2. Organization of the ideas, anecdotes and opinions by topic, such as:
   - Alaska Native Magazine programming;
   - Village Satellite TV Use.
3. Formation of conclusions.

Following is the topic outline we are using for Stage #2. Use it as a guide for finding your way through the ideas, anecdotes and opinions presented here.

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

Dear _____:

In this letter I have tried to write down the agreement we made when we talked on November 12. If my understanding is different from yours please say so. I will tell you how I can be reached at the end of this letter.

First things first: You will receive $500 for work done between now and the end of the Satellite TV Demonstration on May 14. It is probable that your final write-up will take place after the end of the demonstration, in which case the work period would extend to June 1 or so.

In general terms, the assignment I gave you was to record the reaction among residents of _____ to the satellite TV demonstration. If satellite TV is to meet the needs of people in the bush -- and of Native Alaskans in particular -- then we have got to know what people in places like _____ think about the demonstration; and about satellite TV in general.

Your job, then, is to find out what parents, children, the community in general and teachers are saying and thinking about:

- The "Right On" health program
- The Basic Oral Language Development program
- The Alaskan Native Magazine
- Satellite Television in general.

In addition we are interested in how the people of _____ would like to see satellite TV used, or how they would use it themselves.

Basic ways to find out the above are:

- Keep your eyes and ears open and jot down things people say.
- Actively talk to parents, children, the community in general, and teachers.

The extent to which you actively ask people for opinions is up to you. My guess is that once people find out you are interested in reactions to the demonstration, and in ideas for how to use satellite TV, you will have no trouble finding out what people think. You should make sure the opinions and ideas of children, parents, old people, young people, and all the important sectors of _____ are represented.

During the course of the demonstration, we will be able to make the above assignment more specific if we communicate regularly. That way I will learn what is and is not possible in _____, you will know what I expect from you.

I think we decided on a monthly progress report, which I will respond to immediately. I would expect the progress report to include:

1. How is the work proceeding? For example: are people talking a lot about the demonstration, or does it look like you will have to actively ask questions?

2. Important events. For example: The village had a meeting concerning satellite TV, or someone threw the TV in the river, etc.

3. Problems and questions you have with the work.

4. Notes on conversations you have had, or comments you have heard concerning satellite TV, the demonstration, etc.

If you do the above regularly, then the final report will only require summarizing and interpreting.

The first progress report is due on December 20. I will understand if the first report is sketchy, since getting started will probably be slow. Please do not spend too much time on the progress reports. They need not be fancy or particularly neat.

I will visit you at least twice during the demonstration. Once in January or February, and then again near the end.

Remember, if there is anything in this letter you do not understand or agree with, write me.

Sincerely,

OUTLINE FOR ORGANIZING VILLAGE REACTION TO ESCD

I. VILLAGE REACTION TO PROGRAMS

A. Alaska Native Magazine:

1. General approach: general comments, interview format, region-focused topics;
2. Ideas for new approaches;
3. Comments on specific programs.

B. "Right On" and BOLD:

1. Comments by Village residents;
2. Suggestions from Village residents about future programming;
3. Comments by teachers;
4. Observations by PCI staff.

II. VILLAGE USE OF SATELLITE TV

A. Alaska Native Magazine:

1. Competition with other activities;
2. Incorporation into Village social life;
3. The effect of direct contact with program production;
4. Pre-program information;
5. Placement of TV in the school.

B. "Right On" and BOLD:

1. Comments by Village residents: how the programs are used, adult desire to see the programs;
2. Comments by teachers: general, VTR and "liveness," interaction, supplementary materials;
3. The effect of direct contact with program production.

III. TELEVISION AND THE FUTURE

A. Village Resident Comments on Removal of ATS-6 TV

B. Access to Other Media

C. Prospects for Non-Satellite TV

D. Speculations on the Effect of TV in Every Home

C. Synthesis of Village Reaction to ESCD

Since the Demonstration ended only weeks ago, and our information gathering is still under way, our information on village reaction to ESCD is only partially analyzed. Major sources of information not included in this synthesis are:

- Logs kept by Utilization Aides in the ESCD villages. These are especially important because they contain attendance information.
- Tapes of an "Evaluation Conference" attended by Utilization Aides, Consumer Committee members, and teachers from the ESCD villages (see Appendix B for some information on the Conference).

Subsequent reports will combine the above information with the information presented here.

The following synthesis of reports by, and interviews with Native residents of five ESCD villages (Tanana, Aniak, Chuathbaluk, Angoon and Allakaket) is a composite of 22 sources which include:

- 12 reports written by Native observers and interviewers;
- 10 observation and interview visits by PCI staff.

I. VILLAGE REACTION TO PROGRAMS

I. VILLAGE REACTION TO PROGRAMS

A. ALASKA NATIVE MAGAZINE

1. General Approach -- general comments:

- The people I have talked to enjoy the satellite TV;
- The programs have been pretty good lately [May '75];
- Everyone seems fairly happy about the programs;
- I don't believe that satellite TV changed life at all in _____. There are not that many people who watch the programs with a great amount of interest;
- The Alaska Magazine improved after a consumer meeting last April with some Utilization Aids thrown in;
- Programmers should come out to the village and observe how we live, not for a brief stay but a long one and try to walk in our shoes;
- They give us what they want, and we don't have anything to say about it.

General Approach -- interview format:

- The teacher is the only one in town who understands the "high" words;
- Even people whose English is pretty good can't understand the bureaucrats;
- The worst for us were the interviews except for a few of them and the Governor's Inaugural Speech. Most people back home are not use to fast talking and big words. The word game is not our thing -- very few garrulous people at home. They believe in saying as much as possible with a few words.

I. Village Reaction to Programs,
A. Alaska Native Magazine (cont.)

General Approach -- region-focused topics:

- The programs are usually not relevant to our area;
- In the interior we are not interested in things like "Limited Entry;"
- Programs are always on the Southeast or Southwest;
- Minto, Minto, Minto [a town in the interior] -- that's all we ever hear.

2. Ideas for New Approaches:

- More entertainment;
- Wide World of Sports;
- There has been a lot of people talking about having the satellite used for specials such as football games, championship dog races, Land Claims Act lessons, and programs on the language and culture of Alaska;
- Land Claims College courses such as Accounting;
- We need health programs for adults. I have two kids with eye problems, but I don't know what to do about it;
- Use satellite to help parents use sign language to talk to deaf children. My child uses sign language, but I don't know how;
- World news from the "outside;"
- NBC shows.

I. Village Reaction to Programs,
A. Alaska Native Magazine (cont.)

3. Comments on Specific Programs:

- I hope there is something on the Iditerod Race on TV. There are quite a few people that would like to see that on TV;
- The real interesting thing we saw on TV is the dog racers that went to Nome, and we hope to see them again some time;
- Some would like to see the Iditerod Dog Sled Race that's coming up next month live;
- Dog races and other sports. Also different dances and traditional goings on;
- The people that saw the Russian Xmas on TV were very excited about it;
- After they showed Russian Orthodox Christmas people came to see themselves;
- The turnout for the Alaska Native Magazine has been poor with the exception of one night when films were shown of the U.S. Coast Guard bombarding our village. That brought 30 or 40 people;
- We enjoyed seeing the different lifestyles of different villages in Alaska. Also the dog races was a big hit -- too bad they couldn't have more coverage;
- We liked the Eskimo dancers from King Island;
- The one last night was good about Emily Brown. The shows I've seen lately were real good maybe because they were Eskimos;
- Some wanted more programs about the pipeline, and it seems like the men were very interested in the pipeline;
- I wish we could see the film again about that whale hunting. It was very interesting and the people that were there enjoyed it very much since we never see whale hunting;
- I think it would be very interesting to see a program about what Calista is doing;
- The Fur Rendezvous;
- I wonder if the staff would want to take movies while the ice is moving during break-up;
- Show a debate on the Alaska State Operated School System;
- I would like to see an interview with the Governor of Alaska;

I. Village Reaction to Programs,
A. Alaska Native Magazine,
3. Comments on Specific Programs (cont.)

- Communications between villages should take place through satellite TV;
- Programs on trapping and snaring;
- Programs on water and fire safety.

I. Village Reaction to Programs (cont.)

B. "RIGHT ON" AND BOLD

1. Comments by Village Residents:

- Some children are interested in movies they show on TV. But some are not interested;
- Native stuff for kids is no big deal. Sesame Street is just fine;
- Showing Sesame Street and Electric Company raised standards so that ATS-6 looked bad;
- BOLD is too easy;
- The kids are bored with the programs;
- The Christmas program wasn't very good for the smaller children. I watched some of it and the kids didn't enjoy it;
- Some teachers wrote another to see about getting "Right On" and BOLD off the air;
- I was up to watch TV with pre-schoolers on March 18th. There was a program where a lady was reading a story from a book. These kinds of programs don't hold the children's interest. They were running around and not paying any attention to the TV, and as soon as the program "Amy and the Astros" came on they were all eyes and ears;
- My two boys seem to enjoy the 2 programs a week;
- Get a different group to run the thing instead of North West Lab.

I. Village Reaction to Programs,
B. "Right On" and BOLD (cont.)

2. Suggestions from Village Residents about Future Programming:

- Children should see educational shows, not violence like we have at the movies;

- General Electric program would be nice for the pre-school kids and violence is not a good thing for kids of any age to see. They are seeing more than their share at home right now.

3. Comments by Teachers:

- At first I put up with "Right On" and BOLD because I didn't want to get in the way of access to more and better. Then I found that the shows improved, and are not half bad;

- The programs have been helpful in terms of getting the children to speak in complete sentences;

- Some of the teacher training via satellite TV is good, and I particularly enjoyed some teacher training programs which come over ATS-1.

I. Village Reaction to Programs,
B. "Right On" and BOLD (cont.)

4. Observations by PCI Staff:

. "Right On" Health Programs --

- At the end of the opening song some children raised their fists and shouted "Right On!" along with the children on-screen;
- They are very attentive to the puppets (Rex the Moose and Charlie the Beaver, etc.), and jump at every chance to answer back to the TV set;
- They all cheered, or booed maybe, at the appearance of the "Germ" puppet, a pink-orange ball with a mouth and stringy things hanging all over it;
- There was lots of movement, of course, but no signs of boredom until a human nurse started giving health advice. One topic that appeared to bore the children was how to compute a wind-chill factor.

. BOLD --

- Children cheer when the program comes on. They sing along with Amy, answer the questions Amy asks, and repeat the sentences Amy says;
- All requests for participation get enthusiastic response from the younger children.

. General Observations --

- Older children are not interested;
- There seems to be a class size beyond which TV loses effectiveness;
- White children seem just as interested as Natives.

II. VILLAGE USE OF SATELLITE TV

II. VILLAGE USE OF SATELLITE TV

A. ALASKA NATIVE MAGAZINE

1. Competition with Other Activities:

- Different villages have different activities each night such as bingo, movies in some villages every night, etc.;
- There's always something else going on, like basketball;
- I wonder if the program couldn't be moved to Thursday night since all the weeks seem to be busy except Thursday night;
- Run re-runs, or shift Native Magazine;
- The reason why there is hardly any people watching TV here is they started going to bingo in _____ on Tuesday nights;
- I think there should be more nights to watch TV;
- The show on whaling had quite a crowd, but most people left when it got closer to movie time;
- As the evenings get longer you'd expect more people on TV nights. But then there's bingo and movies that night;
- The night I attended might not have been typical since there was a conflicting event in the community [a traveling theatre group];
- The best time for adults is after 7:00 p.m.

II. Village Use of Satellite TV,
A. Alaska Native Magazine (cont.)

2. Incorporation into Village Social Life [the comments below are all from one village]:

- Everyone in the Village goes to the Alaska Native Magazine and the coffee hour. It is followed by a movie, and sometimes they serve popcorn;

- One night there was no coffee hour, but people came anyway;

- Everyone in the Village goes to every commuity activity;

- The satellite TV did not change life in the village for the adults; it was just some added amusement or a time to sit and visit together.

3. The Effect of Direct Contact with Program Production:

- The 2nd week of January was a week of celebration of the Russian Orthodox Christmas, the thing that was so exciting was the visitors from the Alaska Native Magazine -- Molly McGammon, Mark Badger, Richard Kahn. Everyone was at the new gym here in Aniak waiting for the singers to get here from Chuathbaluk to celebrate the event at the gym. While waiting for the crew from ANM to set up their cameras to take movies of the event, I explained to the people that were wondering what was going on that they were going to be on TV when the crew returned to Fairbanks and made the film into movies. Everyone was so excited. We got word that the movies on the Orthodox Christmas will be on TV next Tuesday, February 4th. Things like this will gather a crowd to watch TV;

- I am looking forward to seeing next week's program; I think it will be the one the 3 people made;

- There was some guys that came to take some pictures for TV and everybody seemed excited about it. That was last month during Russian Christmas.

II. Village Use of Satellite TV,
A. Alaska Native Magazine (cont.)

4. Pre-Program Information:

- The Alaska Native Magazine started with only 3 or 4 in attendance, and then went up to about 50. Part of the reason was that a sign announcing "live TV" was put up in the Northern Commercial store;

- When we know something interesting is going to be on there are a few people;

- It has been suggested that a brief summary be given a week ahead of the next program so that people will know what is being talked about ahead of time, and make an extra effort to attend the program;

- People won't go see TV unless they know what is going to be on;

- The same crowd watches TV and they seem to enjoy it.

II. Village Use of Satellite TV,
A. Alaska Native Magazine (cont.)

5. Placement of TV in the School:

- We feel uncomfortable in the school. We don't belong there. It's like the principal thinks we're spying on him. After a while he got the idea and he doesn't come any more. He was trying to do the Utilization Aide's job. But finally she told him;

- The school principal is very possessive of the equipment;

- I thought TV was for the Native people, but they won't let us touch it;

- Adults do not feel welcome at Health programs;

- I go to the Alaska Native Magazine just to show Villagers that it's theirs;

- People want to watch the Alaska Native Magazine in Yupik, but always watch in English because of the teacher. I am going to bring it up at the Village Council meeting. The Utilization Aide is too polite to go against the teacher;

- Children are not allowed at the Alaska Native Magazine, and husbands and wives have to decide which of them would go watch TV and which would stay home and babysit;

- Only School Advisory Board members get invitations to watch Polytalk program at the school;

- We pushed hard from the beginning to get one of the TV receivers in the Village community building. Not only is the school "foreign territory", but it is also physically inconvenient, and the chairs are small and uncomfortable;

- Some people want to watch in (Native Language), but we don't because the teacher wouldn't understand;

- The school for the adult program is definitely not the place.

II. Village Use of Satellite TV

B. "RIGHT ON" AND BOLD

1. Comments by Village Residents -- how the programs are used:

- Everyone in the school watches all the programs;
- All of the students (40-50) in the lower school (grades 1-4) attend both instruction TV programs on Monday and Friday;
- The pre-school to 1st and 2nd graders are the only ones that watch morning programs;
- The third graders don't stay because the program is too easy;
- BOLD is videotaped to use with kindergartners;
- Pre-schoolers come in to watch videotapes of BOLD;
- The Health series is viewed by all of the students in the elementary grades;
- Children of school age and under watch during school hours to give them a break;
- One teacher has his contemporary problems class watch the Alaska Native Magazine program -- they view the tape (this takes two class periods), then they discuss issues that are relevant ... I sat in on a discussion that was held after they viewed the program on the Pipeline. The kids asked about how people were hired for the slope, what types of jobs were in demand, and what training was necessary. I feel that they are more aware about what is going on around the State because they are exposed to a variety of topics on ANM.

II. Village Use of Satellite TV,
B. "Right On" and BOLD (cont.)

Comments by Village Residents -- adult desire to see the programs:

- Some of us would like to see the health programs our children see. If we saw what they do, they could get more out of it;

- Maybe a good idea would be to show health programs before the Alaska Native Magazine;

- It's a problem having health movies only in the morning. I haven't seen very many as I get my housework done in the A.M. and work at the clinic in the afternoon. If the program continues the time should be changed, or is it up to the Village to ask the time to be changed?'

- And the older children should get to watch TV, not just the pre-school, 1st, 2nd, 3rd and 4th graders.

II. Village Use of Satellite TV,
B. "Right On" and BOLD (cont.)

2. Comments by Teachers -- general:

- Satellite TV is an attention-getter, and that's half the battle;
- It would be nice if the TV set were mobile;
- It seems like the programs work much better when older children are not around;
- It seems like the programs work much better when the children sit around the TV set rather than in "classroom formation."

Comments by Teachers -- VTR and "liveness":

- I like a VTR much better. There's more variety, and I can choose the time;
- "Live" programs sort of interrupt;
- It's better than VTR. I have no control of what I get over VTR;
- When there's news, etc., the satellite is definitely an advantage. Otherwise there's no difference;
- VTR is better because you can stop in the middle.

Comments by Teachers -- interaction:

- Kids have lost interest in "interaction";
- The interactive portion of the two instructional programs is very ineffective. The children do not pay attention and usually the set is simply turned off.

Comments by Teachers -- supplementary materials:

- Someone still sends out additions to the Supplementary Materials as if they were being used;
- TV programs take up so much of you day already; there's no time for the supplementary stuff.

II. Village Use of Satellite TV,
B. "Right On" and BOLD (cont.)

3. The Effect of Direct Contact with Program Production:

- Rex Taylor sent a bust of Zeon for the pre-school, 1st and 2nd graders to share and paint together. They were all happy about it;

- I received the puppet that Joe Princiotta made and I'm sure the kids will be excited to see it when I bring it to school.

III. TELEVISION AND THE FUTURE

III. TELEVISION AND THE FUTURE

A. VILLAGE RESIDENT COMMENTS ON REMOVAL OF ATS-6 TV:

- It's good to share things, but it seems like there's more going to the foreign countries than our Alaska;
- I have a question. Is someone going to buy the ATS-6 satellite? And are they the ones who are going to try to make it a permanent program?;
- Anything new on getting another satellite?;
- People want to know the reason why it is being taken, and if we will ever get it back;
- TV for one year is at least something. Usually we don't get anything;
- I never heard anyone say we had it just until June;
- Having things given and taken away is normal here;
- If it's not going to be here for good, why bother?
- The Village doesn't know when the TV is leaving;
- I don't feel it is fair to give people some TV for a demonstration and then have it taken away after a certain period of time. It would be particularly unfair if the TV was very successful in attracting a lot of viewers. That would be like giving a dog a bone for only a minute and then taking it away;
- I had no idea that it was here only for a demonstration. There may be quite a number of other people who don't know what is going on either;
- Teacher: I have no idea what is to be done with the equipment after the demonstration;

III. Television and the Future,
A. Village Resident Comments on Removal of ATS-6 TV (cont.)

- I told a few people from the beginning that the satellite would be sent to India May 16th, 1975;

- We don't believe it will return since it cost so much to put it there in the first place;

- It was nice to be able to see a TV set work out in the bush even for a short time. It was a good example to show if you know the right people and pull the right strings you could get money from the government for just about anything;

- My suggestion would be to leave the sets in the villages for video tape TV, if there must be TV -- much cheaper for everyone.

III. Television and the Future (cont.)

B. ACCESS TO OTHER MEDIA

1. VTR:

- Parents who come to the school for one reason or another bring their children to watch "Sesame Street" and sports programs on VTR;
- There is some pirating of football games and other sporting events. They are recorded in Fairbanks or Anchorage on videotape and sent to the Villages for viewing on the school VTR;
- Almost all schools have VTRs and libraries of Sesame Street, etc.;
- The obstacle in the way of wide-spread VTR use is the price of blank tapes.

2. Movies:

- In _____, movies are shown in individual homes for an admission rate of $1.50-$2.00;
- Most Villages have a movie operation, and movies are shown 2-3 times a week;
- Many of the movies are westerns and war movies with lots of violence;
- Kids used to walk to _____ to go to the movies, and I set up movies here so they wouldn't run away or get lost. I am afraid the same thing will happen if they get TV and we don't.

III. Television and the Future,
B. Access to Other Video Media (cont.)

3. Some Villages Have No Electricity in the Homes:

- There is no electricity in the Village except for the school, and they have to keep the lights on all the time to run the generators down;

- The electricity is down now, and I don't know when we'll get it back;

- There used to be electricity in the Village, but not any more.

4. Telephone Service:

- We still need a good telephone system put in every village.

III. Television and the Future (cont.)

C. PROSPECTS FOR NON-SATELLITE TV

- Aniak is still waiting to get TV through Bethel. As the KYUK radio TV staff said, "Only God knows when we will get it, since they are over-spent on their budget."

- People are more interested in TV from Bethel than ATS-6;

- People in Aniak have started buying TVs in a "you try it first" way'

- Aniak has been paying dues for a while now to the Bethel TV Movie Club;

- There's some interest from Aniak in Bethel TV for Chuathbaluk. $2,000 or something must be put up;

- Nikolai gets three channels of TV at the Community Center. (Anchorage TV?);

- Galena gets Air Force TV from the base there;

- A man at White Alice in Tanana put up an aerial and gets TV;

- There has been a rumor around for several years that TV is coming to Angoon, and the expectation runs high. At least several families already have TV sets.

III. Television and the Future (cont.)

D. SPECULATIONS ON THE EFFECT OF TV IN EVERY HOME

- TV in every home would ruin the social life;
- People wouldn't go visiting;
- People would be interested for a while, but like everything else it would get old;
- I believe that after most people got accustomed to a TV in their homes, not much of a change would be seen. They would most likely return to the type of life they led before receiving a TV;
- Galena has Air Force TV, but life and people are about the same;
- A TV in every home would surely change things if they could watch programs like those shown on NBC, etc. It may make a big change in the lifestyles of some people for a brief period and then wear off;
- Other than picking up some of the slang and jokes used on TV I don't feel it would change the people's language. The people in _____ get to see quite a number of movies so this should not be all that new;
- They'd block out the commercials;
- It would keep children home with something to watch. Parents would save a little money since the price of a movie is getting so high like everything else;
- People who could afford TV would have neighbors who couldn't afford one;
- Teachers are afraid kids will become vegetables.

III. Television and the Future,
D. Speculations on the Effect of TV in Every Home (cont.)

- We don't think it's feasible to have the TV back in rural villages again. To begin with $_____ is a lot of money to spend in such a short time. We would much rather than a good air strip. If it means paying more taxes for the government to spend foolishly like that than no way do we want the TV back;

- Once a week was all that we watched and I wouldn't want to see more TV than that being seen in our village. Otherwise sewing would be neglected and sled making and all the necessary things that still go on in our village to make it the village that it is now. If we had TV every day it would disrupt our life style beyond repair.

- As I said our life style would be destroyed and I believe we would turn to welfare, etc. -- all bad;

- Maybe some homes would be able to limit when the set could be watched -- but very few. Our people's way of life has changed drastically within the last 20 years and they are still in the midst of being unsettled. The law the state passed about every child has to go to school until 16 years old is what did it. Having to live in one place has changed the people so much it has done away with a lot of traditional living and subsisting off the land. Now the Land Claims Settlement Act is helping to cause unease, bad feelings and acts;

- It baffles me every time I think of people being scared of something different. Variety is more interesting. Why does the minority have to be bowled over by the dominating group. We like the way we live and would like to remain as such for as little time that we have left. We know that more changes will take place. What the dominating society calls progress is complete ruin to our life style.

APPENDIX A: THUMB-NAIL SKETCH OF CASE VILLAGES

APPENDIX A

THUMB-NAIL SKETCH OF CASE VILLAGES

The source for the following "Site Surveys" is the Alaska Governor's Office of Telecommunications. The source for the "Village Profiles" is Community Profiles in Alaska for the Joint Federal-State Land Use Planning Commission, by Art Patterson, by Art Patterson, Resource Planning Team, October 1973.

SITE SURVEY

ALLAKAKET 8/16/73

Allakaket is located on the Koyukuk River about 175 miles northwest of Fairbanks. The village is on the south bank of the river and has an unobstructed view to the south.

The 3-room school is located about 200 yards behind the village. The school building is of frame construction with a gable roof. The area immediately surrounding the school is cleared of trees, and anywhere south or east of the school in the cleared area gives a clear view of the satellites. However, these are also playground areas, so fencing would be required around ground-mounted antennas.

The ground in this area appears to be a mixture of sand, silt, and light gravel. Local people indicate the permafrost level in the cleared school ground area exposed to the sun is four to five feet down.

The village has an ATS-I installation already. This is located in a house about 200 yards behind the school and is presently connected to the school by a cable pair.

BASE INSTALLATION

Installation of the ATS-F receive-only antenna base was accomplished on October 10, 1973. At the time of the installation, the surface of the ground was frozen to a depth of 3 inches. After the surface was broken with a pick, a power auger was used to bore anchor holes down to the permafrost level which turned out to be three feet down. 8-inch expandable anchors with 5/8" threaded rods were set on the permafrost layer. After backfilling the anchor holes, the 6" x 8" timbers were drilled for the anchor rods and counter bored to set the nuts below the surface of the timbers so the rods could be cut off flush with the mounting surface.

SITE SURVEY

RUSSIAN MISSION (CHUATHBALUK) 5/25/73

Russian Mission or Chuathbaluk is located on the Kuskokwim River about nine miles from Aniak. The name Chuathbaluk has been selected as a new name for the village, to avoid confusion with the village of Russian Mission on the Yukon River. However, in the Bethel area, the village on the Kuskokwim is usually referred to as "Little Russian Mission" or "Little Russian." The village is situated on the north bank of the river and has an unobstructed view to the south across the Kuskokwim Plain.

The State-operated village school is located on a knoll overlooking the village to the east and the river to the south. The antenna could be located anywhere along the south side of the school which is on the brow of a steep slope to the river. A good location would be at the top of the slope between the teacher's residence and the school building. The ground in this area has recently been dug up for sewers and was being leveled at the time of this survey. The ground is a mixture of silt and sand which appears to pack hard but should provide easy digging or augering.

The village does not have a runway but is accessible by float plane. Freight can also be brought to the village by boat from Aniak. This would require making arrangements with someone in the village to pick the freight up. There is a small sawmill near the village which can cut timbers to order if required.

Weather (or river freezing) could create problems in getting equipment to the village. Otherwise, no other unusual difficulties are foreseen.

A-4
SITE SURVEY

TANANA 8/15/73

Tanana is located west of Fairbanks near the confluence of the Tanana and Yukon Rivers. Tanana is the location of the area's Alaska Native Health Service Hospital and will be the focal point of the Native Health Service experiments. Tanana receives 6-day per week service from Wien Airlines.

The main hospital building faces south with an unobstructed view across the Yukon River. Because of the nearness of other buildings, the antennas will have to be located at the front of the hospital building. Because this is a public area, protective fencing of some sort will be required. Another problem might be created by the presence of cars in the hospital driveway. This could be avoided by selecting a location far enough away from the driveway to look over the traffic, restricting parking, or raising the antennas on a platform. The school in Tanana is located about 360 feet east of the hospital. Phone and power lines passing the hospital come near enough to the school to use those poles for lines between the hospital and the school. In fact, a line from the school to the ATS-I transceiver at the hospital is installed at present. The radio room in the hospital has sufficient space for the transmit-only and receive-only indoor units.

A-5

SITE SURVEY

ANIAK 7/25/73

Aniak is located on the Kuskokwim River about 90 miles northeast of Bethel. With the exception of some low hills to the north of the village, it is surrounded by many miles of flat land. The village has telephone service and a 5000 ft. runway. Wien Airlines has three scheduled flights per week into the village.

Aniak has one school (State operated.) The building has a flat roof. The satellite angle from the roof of the school is unobstructed. From the ground, the look-angle is intercepted by a few willow-type trees. The teacher's residence is attached to the school. The ground is a mixture of river silt, sand and light gravel. Digging or augering should be no problem if accomplished before the ground becomes frozen.

The village also has a community center located about 300 yards east of the school.

Aniak appears to offer no unusual hindrances to antenna or equipment installation.

* * *

Installation of the ATS-F receive only antenna base was not accomplished at this time (10/23/73). It was determined necessary to mount the antenna on the roof of the school or to build a platform, as the satellite view was obstructed from the ground. The Aniak school has a flat roof with 2" x 6" stringers on 16" centers. Application has been made to State-Operated Schools in Anchorage for permission to install a roof mount in Aniak.

SITE SURVEY

ALLAKAKET 8/16/73

Allakaket is located on the Koyukuk River about 175 miles northwest of Fairbanks. The village is on the south bank of the river and has an unobstructed view to the south.

The 3-room school is located about 200 yards behind the village. The school building is of frame construction with a gable roof. The area immediately surrounding the school is cleared of trees, and anywhere south or east of the school in the cleared area gives a clear view of the satellites. However, these are also playground areas so fencing would be required around ground-mounted antennas.

The ground in this area appears to be a mixture of sand, silt, and light gravel. Local people indicate the permafrost level in the cleared school ground area exposed to the sun is four to five feet down.

The village has an ATS-I installation already. This is located in a house about 200 yards behind the school and is presently connected to the school by a cable pair.

SITE SURVEY

ANGOON 7/18/73

Angoon is located on a peninsula between Chatham Strait and Kootznahoo Inlet. The high ground on the peninsula is probably not over 200 feet, and most of the unoccupied land is wooded with spruce.

There are two schools in Angoon. The original school, an old frame building, is used for grades K through 4. The new school, for grades 5 through 8, is a single story building with a shallow-pitch peaked roof.

The new school would be the best location for the TV receiver since it has several rooms capable of holding a large number of viewers. Antenna mounting on the roof of the new school would be a simple matter as the pitch is very shallow. The roof is constructed of heavy decking on wooden beams. A more accurate survey, however, is required to determine the feasibility of this antenna location. The look-angle from the school is right into the trees on the slope behind the school and may even intercept the top of the hill. This area is scheduled to be cleared for new housing. While the housing project could eliminate the tree problem, it might also introduce new problems in the form of buildings. Again, only a more accurate survey and investigation can answer these questions.

A second possible antenna location is next to the new City Hall building which is under construction. From this location the look-angle is intercepted by the tops of a few trees which will probably be removed for the new housing. Because of the roughness of the ground at this point, it appears that a raised wooden platform might be easier and more economical for antenna mounting than ground clearing and leveling. The new City Hall is about 500 feet from the new school.

Other sites looked at were the city power plant and the RCA microwave site. The power plant is in the most clear area, however, it is several hundred feet further from the school than the City Hall. The RCA site is surrounded closely by woods except for paths cleared for the RCA microwave dishes. The RCA site is also more distant from the school than is the City Hall.

ALLAKAKET — Doyon Limited Native Corporation

LOCATION AND REGION

Lat. 66° 34'N Long. 152° 39'W
Twp. 20N Rnge. 24W Mer. Fairbanks

On S. bank of Koyukuk River SW of its junction with Alatna River, Kanuti Flats. See Alatna

POPULATION

1950 79 1960 115 1970 174
Total Native, 1970 168

Native Enrollment: April 1973
Enumerated 136 Claimed 164

GOVERNMENT

Including Alatna
Local Traditional
Borough Unorganized

Townsite Surveyed 7/28/72
Elec. Dist: Old 18 New 15
Census Division Yukon-Koyukuk

EDUCATION

Including Alatna:
Administration State Operated
Grades offered 1-8
Enrolled (1971-72) 42

COMMUNITY UTILITIES-FACILITIES

Water source/system/quality and Surface - river, and community well -- drilled in 1963, since frozen and not in use.
Sewerage system/disposal: Privies.

Power: Community power; State school has its own generator.

Community Bldg. Yes Churches 1
Episcopal

Housing: USPHS Premise and Home Environmental Health Survey available on 28 houses.

One council and one school serves both communities; their social life is intermingled.

TRANSPORTATION-COMMUNICATION

Fairbanks approx. 200 mi. to the SE.
Airport: Loc/community Adj. NW
Class Civ. Elev 643 Beacon/Ltg
Lgth & Surf 3,000 Gravel
Bush plane based/community NO

Land: Road/trail/rail/connections
Winter trails to Hughes and Huslia, and to Bettles.

Water: Barge/ferry/harbor/dock
Barge service in open season. A single barge trip is made timed to take advantage of the high water during June.

Radio Trans. call ltr:

Telephone-statewide NO

STATE/FED. AGEN. & MILITARY

State school, Post Office

COMMERCIAL-INDUSTRIAL

General (community) Store.
William's store

MANPOWER-- Employment — mining at Hog River. — ALLAKAKET

GENERAL-- Hazards: Flood hazard is high; stream overflow, permafrost, erosion.

Historical: Episcopal mission established in 1906. A Post Office was established in 1925.

A flood occurred in 1964, when the water reached a peak of three feet above the boardwalk.

Declared eligible, Native Claims Settlement Ac, 12/18/71.

MINERALS--

Metallic: None reported or considered likely to be found.

Nonmetallic: None reported or considered likely to be found.

Coal: None reported or considered likely to be found.

Petroleum: None known; in eastern Kobuk Cretaceous province; not evaluated.

FISHERIES-- Subsistence: Grayling, pike, salmon, sucker, sheefish, whitefish.

WILDLIFE-- Subsistence: Black/brown bear, beaver, caribou, red fox, hare, land otter, lynx, marten, moose, muskrat, porcupine, weasel, wolf, wolverine, Dall sheep, ducks, geese, ptarmigan/spruce hen.

FORESTS--VEGETATION-- Subsistence: Berries (blue, cran, salmon), rose hips, wild rhubarb. Timber used for fuel, housing, and home utility.

ANGOON — Southeast Native Region

LOCATION AND REGION

Lat. 57°30'N / Long. 134°35'W
Twn. 50S Rnge. 67E Mer. Cooper R.
On W coast of Admiralty Island, 41 mi. NE of Sitka, Alex. Arch

POPULATION

1950 429 1960 395 1970 400
Total Native, 1970 377

Native Enrollment: 1-1-74
Enumerated 634 Claimed 625

GOVERNMENT
IRA, 1939
Local 2nd Class City, 1953
Borough Unorganized

Townsite Approved 10/13/31
Elec. Dist: Old 3 New 2
Census Division Angoon

EDUCATION

Administration State Operated
Grades offered K-8
Enrolled (1971-72) 130

COMMUNITY UTILITIES-FACILITIES

Water source/system/quality qual: System to 75% of homes, Source from Lake & Stranger Creek

Sewerage system/disposal: Community system--outlying areas use privies

Power: AVEC diesel generators 1-175 KW; 1-75 KW; 1-175 KW
Available to all homes.

Community Bldg. ___ Churches ___

HOUSING: USPHS Promise and environmental health survey available on 61 houses.

Ten houses completed in 1970-71, BIA Improvement Program.

Declared eligible, Native Claims Settlement Act 12/18/71.

TRANSPORTATION-COMMUNICATION

Airport: Loc/community (Seaplane)
Class ___ Elev ___ Beacon/Ltg ___
Lgth & Surf Under 10,000, Water
Bush plane based/community ___

Land: Road/trail/rail/connections

Water: Barge/ferry/harbor/dock
On Alaska marine Highway System.

Radio Trans. call ltr: ___

Telephone-statewide Yes

STATE/FED. AGEN. & MILITARY

Post Office, State School

COMMERCIAL-INDUSTRIAL

MANPOWER-- ANGOON

Employment, commercial fishing and sea food processing.

GENERAL--Tlingit Indian village listed as "Angoon" with a population of 420 in the 10th Census, in 1880. The population was reduced in the late 1880's when Killisnoo was established with a fish reduction plant. Population was 114 in 1920; 342 in 1939. A post office was established in 1928.

MINERALS--

Metallic: None reported or considered likely to be found.

Nonmetallic: None reported.

Coal: None reported or considered likely to be found.

Petroleum: None known; geologically not favorable.

FISHERIES--Commercial fishing.

WILDLIFE--

FORESTS--VEGETATION--

62

A-9

ANIAK — Calista Corporation

LOCATION AND REGION

Lat. 61°35'N Long. 159°32'W
Twp. 17N Rnge. 57W Mer. Seward

On S bank of Kuskokwim River at head of Aniak Slough, 59 miles SW of Russian Mission, Yukon-Kuskokwim Delta.

POPULATION

1950 — 1960 198 1970 205
Total Native, 1970 170

Native Enrollment: April 1973
Enumerated 175 Claimed 266

GOVERNMENT

Local Second Class, 1972
Borough Unorganized

Townsite Approved 10/13/52
Elec. Dist: Old 17 New 15
Census Division Kuskokwim

EDUCATION

Administration State Operated
Grades offered K-8
Enrolled (1971-72) 79
(1972-73) 72

COMMUNITY UTILITIES-FACILITIES

Water source/system/quality anal: Wells

Sewerage system/disposal: Privies

Power: Supplied to several households (N. Clark).

Community Bldg. Yes Churches

Housing: USPHS Promise and Home Environmental Health Survey available on 22 houses.

TRANSPORTATION-COMMUNICATION

Airport: Loc/community Adj.
Class Civ. Elev 86 Beacon/Ltg Both
Lgth & Surf 5,000 Gravel
Bush plane based/community Yes

Land: Road/trail/rail/connectio

Water: Barge/ferry/harbor/dock
Barge service

Radio Trans. call ltr:

Telephone-statewide Yes

STATE/FED. AGEN. & MILITARY

State school, Post Office, FAA, USAF, DOT.

COMMERCIAL-INDUSTRIAL

Charter service (3)
N.C. Store
Kuskokwim Sales
Aniak Lodge

MANPOWER — ANIAK

Category	Primary Occupations, Surveyed Population		
	Total	Employed	Unemployed
Total	36	22	14
Prof/Tech/Mgt.	6	6	0
Cler. & Sales	4	3	1
Service	4	2	2
Farm/Fish/Forest	2	0	2
Processing	2	0	2
Machine Trades	1	2	1
Bench Work			
Structural	9	5	4
Miscellaneous	5	4	1
Not Identified	1	0	1

Age Distribution, Surveyed Population		
Range	Total	
Total	36	
16-17		
18-21	10	
22-35	9	
36-49	10	
50-65	6	
65- +	1	
Unknown		

Years of School Completed	
Range	Total
Total	36
1- 4	5
5- 6	5
7- 8	4
9-12	16
13-16	3
16- +	2
Unknown	1

GENERAL: Historical: Founded about 1910 when a trading store was located here to supply the mining operations at Tuluksak and Aniak Rivers. A Post Office was established in 1914.

Hazards: Flooding high; ice jams, stream overflow; permafrost.

Declared eligible, Native Claims Settlement Act, 12/18/71.

MINERALS --

Metallic: None reported.

Nonmetallic: None reported.

Coal: None reported or considered likely to be found.

Petroleum: None known; geologically not favorable.

FISHERIES -- Subsistence -- Grayling, pike, salmon, sheefish, trout, whitefish.

WILDLIFE -- Subsistence -- Black/brown bear, beaver, caribou, red fox, hare, land otter, lynx, marten, moose, mink, muskrat, porcupine, weasel, wolverine, wolf; ducks, geese, ptarmigan, spruce hen/grouse.

FORESTS -- VEGETATION -- Subsistence Berries (blue, black, cran, salmon), wild vegetables.

CHAUTHBALUK (RUSSIAN MISSION - KUSKOKWIM) Calista Corporation

LOCATION AND REGION

Lat. 61°34'N Long. 159°35'W
Twn. 17N Rnge. 55W Mer. Seward

On N bank of Kuskokwim River, 9.5 miles E of Aniak, Kilbuck-Kuskokwim Mountains.
Var. Chauthbaluk

POPULATION

1960 [illegible] 1970 94
Total Native, 1973 90

Native Enrollment: April 1973
Enumerated 121 Claimed 108

GOVERNMENT

Local Traditional
Borough Unorganized

Townsite
Elec. Dist: Old 17 New 15
Census Division Kuskokwim

EDUCATION

Administration State Operated
Grades offered 1-8
Enrolled (1971-72) 36
(1972-73) 43

COMMUNITY UTILITIES-FACILITIES

Water source/system/quality anal: Surface, spring, creek

Sewerage system/disposal: Honey bucket

Power: None

Community Bldg. ___ Churches ___

Housing: USPHS Premise and Home Environmental Health Survey available on 10 houses.

Housing: BIA Improvement Program, 10 houses in 1970.

TRANSPORTATION-COMMUNICATION

No airstrip
Airport; Loc/community ___
Class ___ Elev ___ Beacon/Ltg ___
Lgth & Surf ___
Bush plane based/community ___

Land: Road/trail/rail/connections

Water: Barge/ferry/harbor/dock
Barge service

Radio Trans. call ltr: KXF-67

Telephone-statewide 543-2102

STATE/FED. AGEN. & MILITARY

State School, Post Office

COMMERCIAL-INDUSTRIAL

HANTOVER-- CHAUTHBALUK (RUSSIAN MISSION - KUSKOKWIM)

GENERAL-- Historical: Russian Mission founded here in 1891.

Hazards: Ice jam, coastal flooding; permafrost.

Declared eligible, Native Claims Settlement Act, 12/18/71.

MINERALS--

Metallic: Copper prospects; lead, silver, uranium minerals also present.

Nonmetallic: None reported.

Coal: None reported or considered likely to be found.

Petroleum: None known; geologically not favorable.

FISHERIES-- Subsistence -- Blackfish, pike, grayling, salmon, sheefish, trout, whitefish.

WILDLIFE-- Subsistence -- Black bear, beaver, red fox, hare, land otter, lynx, mink, moose, muskrat, crane, ducks, geese, swan, harvest eggs, ptarmigan.

FORESTS--VEGETATION-- Subsistence -- Berries (blue, black, cran, salmon), greens/roots, wild vegetables.

CRAIG — Sealaska Native Region

LOCATION AND REGION

Lat. 55°29'N Long. 133°09'W
Twn. 73S Rnge. 81E Mer. Copper R.
On Craig and Prince of Wales Is. at S end of Klawak Inlet, 40 mi. SW of Ketchikan, Alex. Arch.

POPULATION

1950 1960 275 1970 272
Total Native, 1970 193

Native Enrollment: 1-1-74
Enumerated 331 Claimed 304

GOVERNMENT

IRA, 1935
Local 2nd Class City 1922
Borough Unorganized

Townsite May/June 1922
Elec. Dist: Old 1 New 1
Census Division Prince of Wales

EDUCATION

Administration City operated
Grades offered K-12
Enrolled (1971-72) 113
Included H.S. Students from Klawock

COMMUNITY FACILITIES-FACILITIES

Water source/system/quality anal: Surface source. A system serves about one half of the community.

Sewerage system/disposal: System serves a part of the community. The remainder utilize privies.

Power: Municipal Elec. Co.

Community Bldg. Churches 2

Medical/dental. Public Health doctors and dentists visit on a regular basis. A registered nurse is permanently located in town.

Local Police Department.

Local Fire Department (volunteer)

TRANSPORTATION-COMMUNICATION

Airport: Loc/community Seaplane
Class Elev Beacon/Ltg
Lgth & Surf Under 10,000 Water
Bush plane based/community
Scheduled service.
Land: Road/trail/rail/connections
Local road to Klawock, 8 mi.

Water: Barge/ferry/harbor/dock
On Marine (state) Highway System.
The City Float-dock has unloading space and covered storage for large freight boats.

Radio Trans. call ltr: KeXN Ketchikan radio station.
Telephone-statewide No

STATE/FED. AGEN. & MILITARY

Post office, City School & Magistrate

COMMERCIAL-INDUSTRIAL

Craigs economy is based largely on the fishing and wood products industry.

Lodging available.

MANPOWER-- Estimate Employment — CRAIG

Construction	24
Government	8
Mfg./Processing	135
Trade	14
Trans./comm.	5
Other	13
	199

GENERAL--Originally named "Fish Egg" for nearby Fish Island, the name was changed to "Craig Miller" for a cannery owner. A post office was established in 1912. Population in 1939 was 231.

Declared eligible, Native Claims Settlement Act 12/18/71

MINERALS--

Metallic: None reported.

Nonmetallic: None reported or considered likely to be found.

Coal: None reported or considered likely to be found.

Petroleum: None known, geologically not favorable.

FISHERIES-- Commercial fishing and sea food processing.

WILDLIFE--

FORESTS--VEGETATION--

FAIRBANKS — Doyon Limited Native Corporation

LOCATION AND REGION

Lat. 64°51'N Long. 147°41'W
Twp. 1S Rnge. 1W Mer. Fairbanks

on the Chena River, Tanana Low, at the northern end of the Alaska Highway.

POPULATION

[illegible] city limits 22
Fairbanks 1970 0 13,311 1970 14,771
Total Native, 1970 925
Fairbanks and area totaled 45,864
Native Enrollment:
Enumerated 1,122 Claimed 1,048

GOVERNMENT

Home Rule - 1903
Local City Council
Borough Fairbanks North Star

Township
Elec. Dist: Old 19 New 16
Census Division Fairbanks

EDUCATION

Administration Borough Operated
Grades offered K-12
Enrolled (1971-72) 6,200

COMMUNITY UTILITIES-FACILITIES

Water source/system/quality and [illegible] Municipal Utilities System. Treated water, processed; 6 and 12 inch mains.
Sewerage system/disposal: Municipal Utilities System. Primary treatment; sewer lines, 8 and 10 inch.
Power: Municipal Utilities [illegible] city, and Golden Valley Elec. Assn. outside the city.
Gas: Municipal Utilities System.

Fairbanks is Alaska's second largest city -- a financial, transportation, governmental, and cultural center for the interior. The city and area provide a year-round variety of recreational facilities and opportunities.

COMMUNITY FACILITIES: Hospital, recently completed, four clinics; libraries, 30 churches, daily and weekly newspapers; police and fire departments. Alaskaland exposition.

The University of Alaska's main campus is located near Fairbanks.

TRANSPORTATION-COMMUNICATION

Airport: Loc/community 3.5 mi. WSW
Class Civ. Elev 434 Beacon/Ltg B/L
Lgth & Surf 10,000 Asphalt
Bush plane based/community Yes
Also, Metro, and Phillips Field.
Land: Road/trail/rail/connections

Highways: Alaska, Elliott, Steese, Anchorage, and Fairbanks.

Railroad: Alaska RR to Anchorage - Seward. The railroad and a variety of trucking and airline firms provide adequate shipping, and private warehouses have facilities available.

RADIO/TV: Four radio and three T.V. stations.

STATE/FED. AGEN. & MILITARY

A variety of State and Federal agencies service the area. Ft. Wainwright is adjacent. Ft. Richson is 20 mi. from the city.

COMMERCIAL-INDUSTRIAL

Major employment is in non-manufacturing military and civilian support; ed.; research; hwy. const. and maintenance; trans., retail trade; personal services, communication. Principal manufacturing is in small mining operations, food processing, const. products.

MANPOWER-- FAIRBANKS

Labor Market Population and Area

Estimated Employment	Percent
Agriculture	01
Mining	03
Construction	06
Manufacturing Process	02
Transportation, Communication, and Utilities	12
Trade	16
Finance	04
Services	11
Government	45
	100

GENERAL-- Historical: Founded in 1901 when a trading post was established by E.T. Barnette. The town began as a supply center for the mining region to the north after gold was discovered by Felix Pedro in 1902, and has since became the commercial and transportation hub of north and central Alaska. A Post Office was established in 1903.

MINERALS--

Metallic:

Nonmetallic:

Coal:

Petroleum:

FISHERIES--

WILDLIFE--

FORESTS--VEGETATION--

83

A-13

KLAWOCK — Sealaska Native Region

LOCATION AND SIZE

Lat. 55°33'N. Long. 133°06'W
Twn. 71S Rngs. 81W Mer. Copper R.
Cen. W coast of Prince of Wales Is. 5 mi. N of Craig, Alex. Arch, 215 air mi. from Juneau.

POPULATION

1930 484 1940 251 1970 213
Total Native, 1970 195

Native Enrollment: 1-1-74
Enumerated 197 Claimed 311

GOVERNMENT

IRA 1935
Local 1st Class 1929
Borough Incorporated

Townsite Approved 1940
Elec. Dist: Old 1 New 1
Census Division Prince of Wales

EDUCATION

Administration City operated
Grades offered K-8
Enrolled (1971-72) 62
HS students attend Craig

COMMUNITY UTILITIES-FACILITIES

Water source/system/quality anal:
Reservoir--surface water, and through distribution system

Sewerage system/disposal:
Sewerage system. Some due privies

Power: Available from cannery.

Community Bldg. Yes Churches Yes

Declared eligible Native Claims Settlement Act. 12/18/71

Medical/Dental: PHS doctors and dentists visit on a regular basis.

TRANSPORTATION-COMMUNICATION

Airport: Loc/community Adj. W
Class Elev -0- Beacon/Ltg
Lgth & Surf Under 5,000 Water
Bush plane based/community Yes

Land: Road/trail/rail/connections
Connected to Hollis and Craig by local roads

Water: Barge/ferry/harbor/dock
Available dock space at cannery operation.

Radio Trans. call ltr: Reception from Ketchikan.
Telephone-statewide Yes

STATE/FED. AGCY. & MILITARY

Post office, City School, USPHS Clinic

COMMERCIAL-INDUSTRIAL

The economy is based primarily on the fishing and wood products industry.

MANPOWER--Estimated Employment

KLAWOCK

Construction	10
Government	1
Mfg./processing	150
Trade	2
Trans./ comm.	2
	165

GENERAL--Tlingit Indian village reported in 1853, applied to a location on the west side of Shinaku Inlet. A cannery was established at the present site in 1878. The population was 261 in 1890; 19 in 1920; 433 in 1939. A post office was established in 1892.

MINERALS--

Metallic: None reported

Nonmetallic: Much high calcium limestone in area.

Coal: None reported or considered likely to be found.

Petroleum: None known; geologically not favorable.

FISHERIES-- Commercial fishing and seafood processing

WILDLIFE--

FORESTS--VEGETATION--

TANANA — Doyon Limited, Native Corporation

LOCATION AND REGION

Lat. 65°10'N Long. 152°04'
Twp. 4N Rge. 22W Mer. Fairbanks

Near junction of Tanana-Yukon Rivers, Koyukuk-Nenana High.

POPULATION

1950 222 1960 349 1970 411
Total Native, 1970 376

Native Enrollment: April 1973
Enumerated 339 Claimed 372

GOVERNMENT

IRA, 1947
Local Second Class City, 1961
Borough Unorganized

Townsite Surveyed July/Aug. 1955
Elec. Dist: Old 18 New 15
Census Division Yukon-Koyukuk

EDUCATION

Administration State Operated
Grades offered 1-12
Enrolled (1971-72) 176

COMMUNITY ACTIVITIES-FACILITIES

Water source/system/quality and treatment: well. water hard and silty but reasonably suitable for drinking. Other wells are of poor quality.

Sewage system/disposal:

Privies and septic tanks at individual homes.

Power: Available to all house through a private source

Community Bldg. Yes Churches 2
Community Library, Hospital

Housing: USPHS Promise and Home Environmental Health Survey available on 55 houses.

Declared eligible, Native Claims Settlement Act, 12/18/71.

TRANSPORTATION-COMMUNICATION

Airport: Loc/community .9W
Class Civ, Elev 228 Beacon/Lig Both
Lgth & Surf 4,600 Gravel
Bush plane based/community Yes
Six scheduled air stops per/week
Land: Road/trail/rail/connections
A limited road network connects miscellaneous local sub-areas; including the defense installation.

Water: Barge/ferry/harbor/dock
Barge service (Tutana)

Radio Trans. call ltrs:

Telephone-statewide Yes

STAFF/FED. ACTV. & MILITARY

State School, Armory, Post Office, USPHS Hospital, FAA, White Alice

COMMERCIAL-INDUSTRIAL

Four business places
Motel
Wien Airlines
N.C. Store
Cafe

MANPOWER —

TANANA

Category	Primary Occupations, Surveyed Population: Total	Employed	Unemployed
Total	91	50	41
Prof/Tech/Mgt.	24	22	4
Cler. & Sales	6	6	0
Service	18	10	5
Farm/Fish/Forest	10	1	9
Processing	—	—	—
Machine Trades	5	1	1
Bench Work	—	—	—
Structural	14	4	10
Miscellaneous	4	2	1
Not Identified	7	0	7

Age Distribution, Surveyed Population: Range	Total
Total	91
16-17	4
18-21	8
22-35	42
36-49	14
50-65	15
65- +	1
Unknown	

Years of School Completed: Range	Total
Total	91
1- 4	11
5- 6	1
7- 8	4
9-12	39
13-16	14
16- +	14
Unknown	7

GENERAL: Hazards: Stream overflow and permafrost.

Historical: The junction of the Yukon and Tanana Rivers had been a long and well established Indian trading locality before the coming of the Europeans. (1847) Alaska Commercial Company established. (1891) Episcopal Mission founded. (1897) N.C. Company established. (1898) Post Office established. (1899) U.S. Army built, Fort Gibbon.

MINERALS —

Metallic: None reported.

Nonmetallic: None reported or considered likely to be found.

Coal: None reported or considered likely to be found.

Petroleum: None known; in Lower Tanana Basin.

FISHERIES — Subsistence — Grayling, pike, salmon, sheefish, whitefish, sucker.

WILDLIFE — Subsistence — Black bear, beaver, caribou, red fox, hare, land otter, lynx, marten, mink, moose, muskrat, porcupine, weasel, wolverine, wolf; ducks, geese, ptarmigan, spruce hen/grouse.

FORESTS — VEGETATION — Subsistence — Blueberries, cranberries, timber is used for fuel and house construction.

APPENDIX B: ATS-6 EDUCATION DEMONSTRATION EVALUATION CONFERENCE

May 27, 1975

Alaska ATS-6 Education Demonstration Evaluation Conference
May 29-31, 1975 Anchorage Westward Hotel

INTRODUCTION

The purposes of this conference are:

- -to learn what happened during the ATS-6 satellite TV demonstration in Alaska, and
- -to make recommendations about the future use of satellites and TV in in rural Alaska.

You have been invited because you were involved in the demonstration; you are experts on what happened. Also you all represent people who should determine the future of satellites and TV in Alaska.

We will ask you to meet as three groups: consumer committee members, utilization aides, and teachers. To help you accomplish the two purposes of the conference, we will provide you with "discussion questions". Please add additional questions you think are important.

We suggest that the first part of the conference until noon Friday be spent discussing what happen during the demonstration, and that the remainder of the meeting be spent on recommendations for the future.

Each group will probably need a discussion leader and a reporter. The reporter will be responsible for summarizing the group's conclusions and recommendations. The summaries will be presented to the conference as a whole, and it would be helpful if they were written.

A report on the conclusions and recommendations of the conference will be published by the Governcr's Office of Telecommunications, and the Center for Northern Educational Research. Each of you will get a copy, and it will be used by various people who are studying the ATS-6 project.

Tape recordings of the group meetings will also be made, and they will be stored at CNER for individuals who want to learn more about the conference. Those recordings will not be included in the report.

prepared by Sue Pittman, CNER

May 27, 1975

B-2

TENTATIVE AGENDA

Alaska ATS-6 Education Demonstration Evaluation Conference
May 29-31, 1975 Anchorage Westward Hotel

Thursday, May 29

1:00-2:00 p.m.	Registration	Kenai Room
2:00-3:00	General Meeting: introductions, purpose of conference, plan for work at the conference	Kenai Room
3:00-5:00	Small groups meet to begin discussion of project results	Teachers to Kenai Room Utilization Aides to Turnagin Ro Consumer Committee Members to Portage Room

Friday, May 30

8:30-9:30 a.m.	General Meeting: groups provide initial report on project results	Commodore Room
9:30-11:30	Small groups meet to finish views on project results (Note: The Turnagin and Portage rooms must be vacated at 11:30 for lunches. We will use them again after lunch.)	Teachers to Commodore Room Utilization Aides to Turnagin Ro Consumer Committee Members to Portage Room
12:00-1:30 p.m.	Lunch (Group leaders & reporters meet with conference staff in Turnagin room; no organized lunch for other participants.)	
~~1:30~~-2:30	General Meeting: summary of project results; introduction to task of making recommendations for future satellite use	Commodore Room
2:30-6:00	Small groups meet to begin work on future recommendations (Note: The Commodore Room must be vacated at 4:30.)	Teacher to Commodore Room Utilization Aides to Turnagin Ro Consumer Committee Members to Portage Room

Saturday, May 31

8:30-9:30 a.m.	General Meeting: groups report on initial recommendations	Kenai Room
9:30-11:30	Small groups meet to finish recommendations for future	Teachers/Consumer Committee Membe to Kenai Room Utilization Aides to Signature Ro
12:00-2:00 p.m.	No-Host Lunch: ($5.50/person) Groups report on final recommendations	Signature Room

prepared by Sue Pittman, CNER

Alaska ATS-6 Education Demonstration Evaluation Conference
Discussion Questions: Results of Demonstration

I. Village Impact

1. What did people know about the demonstration

   before it?

   during it?

2. When did they find out it was not permanent?

3. How did they find out?

4. How do people feel about being given TV for only a short time?

5. In what ways do people think the demonstration was useful?

6. Was the TV set put in the right place?

   If not, why?

7. Can you think of examples of how the demonstration changed:

   -Life in the Villages

   -Education in the Villages

   -Children's language

   -Village health habits

   -Knowledge of issues affecting the Villages

8. Describe attendance at the Alaska Native Magazine.

9. Did it change during the demonstration?

   How?

10. How often was Native Language transmission used?

prepared by CNER 5/27/75

Discussion Questions: Results of Demonstration

II. Programming

1. Strengths and weaknesses of "Basic Oral Language Development" program?

2. Strengths and weaknesses of "Right On" health program?

3. Strengths and weaknesses of the "Alaska Native Magazine"?

4. Strengths and weaknesses of "Tell and Show" program for teachers?

5. Strengths and weaknesses of other programs:

   Politalk, Community Library Training, etc.

6. What seems to be the best audience for each of the programs?

7. Strengths and weaknesses and other comments on:

   -Puppets

   -Live interviews

   -"interaction" using ATS-1

   -Native Language broadcasting

   -[illegible]s of Village Life

   -The "Native News" feature

   etc.

8. Which topics were best suited for:

   -Adult viewing

   -Educational needs of children in the villages

9. Especially for teachers: How does "live" TV compare with VTR's and other media?

Discussion Questions: Results of Demonstration

III. Native Involvement

1. How were the Consumer Committee members selected?

2. How were the Utilization Aides selected?

3. What influence did Consumer Committees have on the demonstration?

   In the Village?

   On programming?

4. What influence did Utilization Aides have on the demonstration?

   In the Village?

   On programming?

5. How often did people from your Village talk over "interaction"?

   Who handled the interaction phone?

   Who talked?

6. Did the "interaction" situation make people uncomfortable, and unwilling to talk over it?

7. What was the school role in running the Alaska Native Magazine in the villages?

8. Whom did the TV seem to belong to? Did the people think of the TV as theirs, or as belonging to the school?

prepared by CNER 5/27/75

Alaska ATS-6 Education Demonstration Evaluation Conference
Discussion Questions: A Design for the Future

A. General Questions:

1. Should there be TV in rural Alaska?

   Why?

   Why not?

2. Should there be special programming for rural Alaska?

   Why?

   Why not?

3. Where there has been home TV in rural Alaska, what has been the affect on:

   -Social life

   -Culture

   -Language

   etc.

4. Should there be special programming for the different regions of rural Alaska?

   Why?

   Why not?

5. Which is more important:

   Programs for the school? or

   Programs for the community?

   Why?

6. What role should Regional Corporations have in TV programming for rural Alaska?

7. How should Native Language broadcasting be used?

prepared by CNER 5/27/75

Discussion Questions: A Design for the Future

B. Specific Questions:

1. Where should TV sets be located?

2. Would TV be useful for high school teaching in Villages?

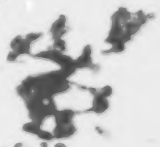
   How?

3. Would Utilization Aides be needed?

   What should their duties be?

4. Would Consumer Committees be needed?

   What should their duties be?



5. What kinds of programming would be useful?

   What kinds of programming would attract audiences?

   What kind of news programs would be useful and appreciated?

6. What would the Villages be willing to contribute?

   Buy the TV set?

   Pay cable fees?

7. Is two-way interaction a good idea?

   How should it be used?

8. How would separate regions of Alaska use TV?

   How would separate regions of Alaska use a satellite?

prepared by CNER 5/27/75

APPENDIX C: ALASKA RURAL MEDIA CONFERENCE

ALASKA RURAL MEDIA

CONFERENCE JULY 22 - 25, 1975
UNIVERSITY OF ALASKA - FAIRBANKS

Are you concerned about the need for improved communications throughout Alaska? Are you concerned deeply enough to share your expertise, your opinions and even your needs? Your concern is shared by many and is the basis for organization of the Alaska Rural Media Conference scheduled for July 22-25, 1975 on the University of Alaska Fairbanks Campus.

Please consider the attached letter carefully. If there is someone else in your organization involved with media, please pass this on to them also. Please fill out the attached form right now and return it immediately. We need to know who is coming and what they want included in the program.

Principal financial support is provided by a grant from the Alaska Humanities Forum.

Printing and mailing support will be provided by the Cooperative Extension Service, University of Alaska.

Dear Prospective Participant:

Most Alaskan government, academic, and social service organizations have independently developed 'media programs' based on the realization that community, social, and political success in rural Alaska is highly dependent on the effective use of various forms of media. However, these groups have found that there is a need for people to share with and learn from others, thus preventing duplication of effort and the continual need to 'reinvent the wheel'. As a result, a statewide media conference will be convened this summer.

The Alaska Rural Media Conference will provide an opportunity for people to share their ideas and resources in the use and application of media. It will provide exposure to the new media technology and give insights to its rural application. Rural media needs will be identified and linked with existing media skills and technology to allow creative approaches to rural issues.

The Conference participants will also be involved in a statewide public forum for the discussion of critical issues concerning mass communication (telecommunications, mini-watt T.V., video tapes, radio, newspapers, newsletters, etc.) and its effect on the quality of village life. Questions such as: Who will determine the role that media should play in rural Alaska?, How can media technology be applied to further the interests of isolated communities?, Who will control programming, censorship, and access to the media?, will be addressed at the Conference. A primary focus will be the creation of an Alaskan Rural Media Association to attain the conference objectives.

The Conference will take place on the University of Alaska, Fairbanks campus July 22-25, 1975. It will assemble from all areas of the state 100-125 individuals involved in or affected by rural media. The agenda will consist of assembly sessions with speakers, panel and floor discussions, and workshops on technological advances, skills development, media manpower, rural applications, and philosophical issues. We will invite a guest speaker whose experience in communications technology and application enables him/her to address the humanist issues concerning rural Alaskan communications. Group discussion and workshop leaders will be a cross-section of individuals involved in rural media. A central display area will feature exhibits of rural media projects as well as hardware displays. The evenings will consist of Alaskan produced films and video tapes, and informal discussions with their producers.

We hope that you will not only participate in the conference, but will also assist in its development. Specifically, we request your assistance in forming a mailing list of possible attendees, in developing a body of discussion topics and workshop subjects, and in creating a wider base of institutional, regional, and community participation. Based on your response and those of other individuals,

a more detailed public announcement will be made containing agenda, workshops, and pre-registration information.

Since the conference is being coordinated by a consortium of individuals and groups, the time factor is highly important. We would appreciate your sharing your ideas by completing the attached sheet and returning it to us as soon as possible. If you have further comments, suggestions, or assistance to offer, please feel free to contact us at any time.

The people of Alaska must share the tools of self-expression and communication... for their communities.....for themselves.

Conference Coordinators,

Paul Sherry

Paul Sherry
Community Health Development
Tanana Chiefs Conference
452-1746

Richard Yamada

Richard Yamada
X-CED/ARTTC
University of Alaska
479-7694

Our address:

A.R.M.C.
c/o X-CED
7th Floor Gruening Bldg.
University of Alaska
Fairbanks, Alaska 99701

Please respond by May 9th so we can mail the announcements out by May 15th.

ALASKA RURAL MEDIA CONFERENCE

Tentative Outline of Conference Agenda

Note: All Workshop titles and Presentation titles are subject to change by participan

July 22 Tuesday

9 - 12:00 Meeting of Conference Facilitators and Planners
Gruening Building Conference Room

1 - 2:00 REGISTRATION - Wood Center Ball Room

2:00 Welcome by Conference Coordinators :
Richard Yamada - Media Coordinator, Cross-Cultural Education Development Program - University of Alaska
Paul Sherry - Community Health Development, Tanana Chiefs Conference

Keynote Address : Ed Parker, Stanford University
"The Development of Mass Media and its Impact on Rural Communities"

3:30 Workshop Sessions

Group #1 Part One
Group #2 Part One
Group #3 Part One
Group #4 Part One
Group #5 Part One
etc.

To be Announced

Evening : Dinner at Hess Commons
Tour of KUAC facilities
Informal gatherings at Scarland Hall

July 23 Wednesday

8:30 - 9:30 Group Session, Wood Center Ball Room
Speaker :"The Media and Community Expression"

9:30 Workshop Sessions
Group #1 Part Two
Group #2 Part Two
Group #3 Part Two
Group #4 Part Two
Group #5 Part Two
etc.

11:30 Lucheon - Wood Center

1:30 Workshop Sessions
Group #1 Part Three
Group #2 Part Three
Group #3 Part Three
Group #4 Part Three
Group #5 Part Three

Free Time and rest of afternoon used to view exhibits

(July 23 Wednesday Continued)

Evening :	Dinner at Hess Commons Film showing by Alaskan Cinematographers, Duckering Au Informal gatherings at Scarland Hall

July 24 Thursday

8:30 - 9:30	Group Session, Wood Center Ball Room Speaker :"Mass Communication Development in Rural Alaska"
9:30 - 11:30	Resource Clinic - Show and Tell session by Conference participants on what they are doing
11:30	Luncheon - Wood Center
1:00	Panel Discussions w/ audience participation Panel #1 Topic to be announced Panel #2 Topic to be announced
3:00	Small Task groups to tackle problems and questions arising from Panel discussions - Tasks to be assigned by Panels. Panel #1 Group One Panel #1 Group Two Panel #1 Group Three Panel #2 Group One Panel #2 Group Two Panel #2 Group Three
Evening:	Banquet Dinner at Wood Center Photo Symphony Informal gatherings at Scarland Hall

July 25 Friday

9:00	Group Session, Wood Center Workshop Results - Summary by Workshop Facilitators Organization of the Alaska Rural Media Association
11:30	ADJOURN

Suggested Workshop Titles:

Video Production and Rural Application
- Part One : Introduction to Equipment
- Part Two: Production Methods
- Part Three: Scripwriting/Programming/Application

Print Communications in the Bush
- Part One: Starting a community publication/newletter/newspaper/ magazine.
- Part Two: Lay-out/Design/ and Printing methods.
- Part Three: Writing for the Bush.

Village and Regional Radio
- Part One: Setting up a Station - Costs/equipment/training/etc.
- Part Two: Programming
- Part Three: Resource Development

Mass Communications in Alaska
- Part One: ATS-6
- Part Two: Mini-watt T.V.
- Part Three: Video and Audio Tape Cooperatives

Photography and Film -making in rural Alaska
- Part One: 16mm film production
- Part Two: 8mm film production
- Part Three: Still photography

Innovations and Alternate Media Applications
- Part One: Sky River
- Part Two: Fox Fire
- Part Three: Community Access T.V.

Coordinated Efforts in Rural Media - Organization of Alaska Rural Media Association
- : Creation of Rural News Service
- : Creating a Clearing House and Distributing Center for Produced Materials
- : Creating a pool of Resource People and equipment
- : Finding funding sources for media projects
- : Starting a Media newsletter : Projects going on/ New technology Sale of Equipment/Jobs available/ etc.